

## SUMMERVILLE ELEMENTARY

835 South Main Street  
Summerville, South Carolina 29483

**GRADES** PK-5 Elementary School

**ENROLLMENT** 842 Students

**PRINCIPAL** Dr. E. Eugene Sires 843-873-2372

**SUPERINTENDENT** Joseph R. Pye 843-873-2901

**BOARD CHAIR** Bufort "Bo" Blanton 843-873-8454

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	42	2	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Below Average	Yes

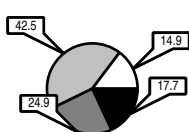
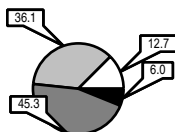
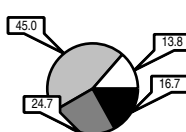
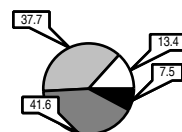
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	433	99.8	12.7	36.1	45.3	6.0	63.9	Yes	Yes
<b>Gender</b>									
Male	214	99.5	14.4	42.6	39.6	3.5	58.4		
Female	219	100.0	11.0	29.5	51.0	8.5	69.5		
<b>Racial/Ethnic Group</b>									
White	268	100.0	4.8	29.9	56.6	8.8	76.9	Yes	Yes
African-American	157	99.4	26.4	46.5	25.7	1.4	42.4	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	377	100.0	6.6	37.1	49.7	6.6	69.1		
Disabled	56	98.2	53.8	28.8	15.4	1.9	28.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	431	99.8	12.5	36.0	45.5	6.0	64.0		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	432	99.8	12.7	36.1	45.3	6.0	63.9		
<b>Socio-Economic Status</b>									
Subsidized meals	162	99.4	24.5	46.9	27.3	1.4	42.7	Yes	Yes
Full-pay meals	271	100.0	6.2	30.1	55.2	8.5	75.7		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	433	100.0	14.9	42.5	24.9	17.7	59.5	Yes	Yes
<b>Gender</b>									
Male	214	100.0	15.8	39.6	28.2	16.3	60.9		
Female	219	100.0	14.0	45.5	21.5	19.0	58.0		
<b>Racial/Ethnic Group</b>									
White	268	100.0	8.8	33.5	30.3	27.5	74.1	Yes	Yes
African-American	157	100.0	25.7	58.3	14.6	1.4	32.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	377	100.0	8.6	43.7	27.7	20.0	65.7		
Disabled	56	100.0	57.7	34.6	5.8	1.9	17.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	431	100.0	15.0	42.3	25.0	17.8	59.8		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	432	100.0	14.9	42.5	24.9	17.7	59.5		
<b>Socio-Economic Status</b>									
Subsidized meals	162	100.0	27.3	52.4	16.1	4.2	33.6	Yes	Yes
Full-pay meals	271	100.0	8.1	37.1	29.7	25.1	73.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	147	98.6	9.6	35.6	46.7	8.1	54.8
	<b>Grade 4</b>	145	98.6	20.2	40.3	37.2	2.3	39.5
	<b>Grade 5</b>	137	99.3	34.4	36.8	24.8	4.0	28.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	138	100.0	11.9	17.0	58.5	12.6	71.1
	<b>Grade 4</b>	148	99.3	12.7	41.5	42.3	3.5	45.8
	<b>Grade 5</b>	147	100.0	14.1	51.4	31.7	2.8	34.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	147	100.0	8.8	46.7	22.6	21.9	44.5
	<b>Grade 4</b>	145	100.0	17.7	36.9	24.6	20.8	45.4
	<b>Grade 5</b>	137	100.0	12.7	46.0	21.4	19.8	41.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	138	100.0	17.8	45.9	28.9	7.4	36.3
	<b>Grade 4</b>	148	100.0	13.4	46.5	21.8	18.3	40.1
	<b>Grade 5</b>	147	100.0	15.5	35.9	23.2	25.4	48.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 842)				
First graders who attended full-day kindergarten	95.5%	N/C	100.0%	100.0%
Retention rate	1.9%	Down from 2.6%	2.5%	2.7%
Attendance rate	96.4%	Up from 96.0%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%		3.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%		3.0%	3.5%
Eligible for gifted and talented	25.8%	Up from 25.4%	21.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Up from 5.4%	7.8%	8.2%
Older than usual for grade	0.1%	Down from 0.6%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 1.7%	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	48.2%	Down from 50.8%	55.0%	51.4%
Continuing contract teachers	94.6%	Up from 88.1%	90.4%	87.5%
Highly qualified teachers**	91.7%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 89.5%	88.6%	86.7%
Teacher attendance rate	95.4%	Down from 96.5%	95.2%	94.9%
Average teacher salary	\$42,359	Up 1.8%	\$42,026	\$40,760
Prof. development days/teacher	9.9 days	Up from 7.6 days	10.8 days	12.4 days

School				
Principal's years at school	22.0	Up from 21.0	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 19.3 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 91.4%	90.7%	90.0%
Dollars spent per pupil*	\$6,483	Up 13.6%	\$5,796	\$6,044
Percent of expenditures for teacher salaries*	64.6%	Up from 64.0%	67.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Up from 97.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Upon entering the halls of Summerville Elementary, one becomes immediately aware of the child-centered environment as evidenced by the students' work displayed on walls. One immediately senses the warm and cordial environment. Our school earned the Red Carpet Award as being a place that provides an inviting environment where visitors are welcome and parents and community members are actively involved. Lines of communication are kept consistently open through the weekly newsletter called the "News Splash." Open House, Meet the Teacher, monthly Family Night dinners, Winter Learning Carnival, and Parenting Fairs are all activities planned to give parents and students an opportunity to be involved at our school.

Summerville Elementary has been recognized by the State Department of Education as a School of Promise. The teachers face the challenge to implement a standards-based curriculum. Meeting weekly by grade levels, teachers strive to plan exciting, developmentally appropriate lessons that meet the needs of all students. Instructional strategies to motivate our young learners include Reading Recovery methods, small group and individual instruction, cooperative learning, modeled reading and writing, shared reading, reading-writing workshop, and paired reading. Differences in student learning styles and abilities are addressed through open library, computer lab placement, after-school tutoring, and peer tutoring. Class sets of trade books, literature-rich classrooms, and Accelerated Reader are important resources used by the teachers at Summerville Elementary to make our students good readers.

Our parents, students, and community leaders continue to work together to overcome the many challenges that face us. Summerville Elementary met 16 out of 19 Adequate Yearly Progress (AYP) objectives. An area in need of growth was our special needs population. We will focus on differentiated math instruction and implement the district's new literacy model. Hopefully these efforts will further target our special needs population in efforts to move toward achieving AYP.

Test results from TerraNova and PACT have been analyzed and utilized as supportive evidence in determining strategies for addressing student achievement, especially for our at-risk population. Parent and staff survey results were also used to determine our school focus. Accordingly, we have been innovative in creating programs like TERC MATH, the EAGLE Program (Expecting Achievement and Gaining Language Enrichment) in 1st and 2nd grades, HOSTS (a mentoring program) and Mornings With Moms (support for our moms). Pre- and Post- test results have confirmed the validity of these programs, and student independent reading levels have shown significant improvement. Our motto, "Where Children Come First," promotes a school environment, which encourages our students to grow and become productive, responsible, and caring citizens.

Dr. E. Eugene Sires, Principal

Wendy Rourk, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	62	130	90
Percent satisfied with learning environment	96.7%	91.4%	86.7%
Percent satisfied with social and physical environment	98.4%	93.8%	92.1%
Percent satisfied with home-school relations	96.8%	90.0%	79.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.